CATALOGUE

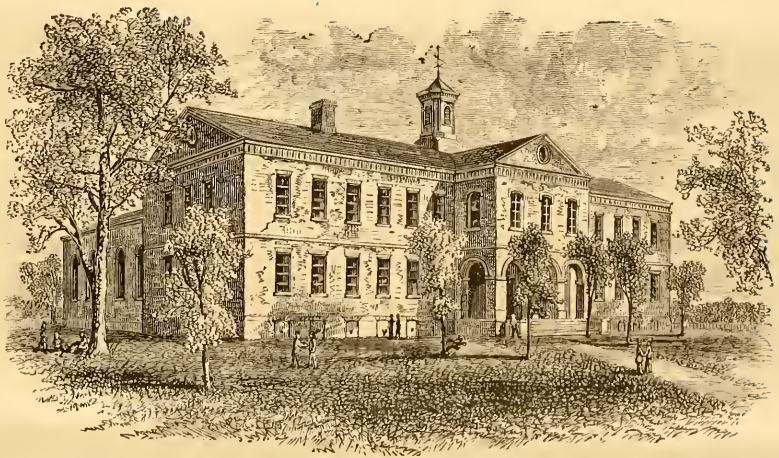
OF THE

College of William and Mary

AND

State Male Normal School.

Session 1888-'89.



PRESENT COLLEGE BUILDING.

CATALOGUE

OF THE

COLLEGE OF WILLIAM AND MARY

[CHARTERED 1693]

AND

STATE MALE NORMAL SCHOOL,

ESTABLISHED BY ACT APPROVED MARCH 5, 1888.

SESSION 1888-'89.

RICHMOND, VA.:
WHITTET & SHEPPERSON, PRINTERS, TENTH AND MAIN STREETS.
1889.

CALENDAR.

Session Begins, First Thursday in October.

Half Session Begins, February 14.

Annual Celebration of the Two Literary Societies, July 3.

Address Before the Literary Societies, July 3.

Closing Exercises of the Session, Meeting of the Alumni, Address of Alumni Orator, July 4.

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1888–'89.

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TOTAL, ... 102

COLLEGE BUILDING PREVIOUS TO 1859.

HISTORY AND CHARACTER.

This institution, which has been reorganized under favorable circumstances, is, next to Harvard College, the oldest seminary of learning in the Union. Like its great Massachusetts sister, the College was in its origin an institution established for the general welfare of the people, being chartered by King William and Queen Mary in 1693, on the application of the General Assembly, and having its trustees and first president, Dr. James Blair, nominated and elected by that body. The sovereigns confirmed in their charter the selections already made, and appointed the said trustees, after the College should be established, "the true, sole and undoubted visitors and governors of the college," with the privilege of continual succession. Towards the endowment of the College the charter contributed, among other things, the office of Surveyor-General, with all its issues, fees, profits, etc., and the proceeds of a duty on all tobacco exported from Virginia and Maryland, the two together constituting a very lucrative source of income. Under the charter the College, like Oxford and Cambridge, also had the right of representation in the General Assembly of the Colony, which, adding its own favors to those of the crown, fostered the College by several productive taxes on furs, skins, liquors, peddlers, etc.

This continued until the Revolution. In 1776, it was the richest College in North America, but by the Revolution it lost nearly all its endowment but its lands. The revenue from the Brafferton estate, and the other English annuities, failed, of course, and have not been regained; while the State, pressed on all sides by the necessities of war, was no longer able to continue its benefactions. On the contrary, it made inroads upon those benefactions guaranteed in the charter. The privilege of representation came to an end by the operation of the Fifth Article of the Constitution, adopted June 29, 1776, and by an act passed in the following October, it was provided that all the late export duties on tobacco should cease. And though the profits of the office of Surveyor-General

continued to be enjoyed by the College for some years longer, they too were finally taken away in the year 1819.

On account of these great misfortunes, aggravated by repeated visitations of fire and war, the College after a heroic struggle of many years was at length, in 1881, compelled to suspend. But the suspension was only temporary, for at its last session the General Assembly came nobly to its rescue. It generously recognized its obligations to the College for the loss of its revenues, and by an act approved March 5, 1888, it appropriated to the College, under certain conditions, the annual sum of $10,000. It is believed that there were few people in the whole Union that did not rejoice at this result. William and Mary was identified in the minds of men with nearly all that was glorious in the early history of Virginia, and that early history was identified with much that was glorious in the history of the Union. Under the influence of the act mentioned, the College has once more assumed an important place among the educational institutions of the State, the register this session, the first in seven years, showing an attendance of one hundred and two students, a number which gives promise of at least one hundred and fifty next session; and among these students now here are young men from Floyd, Scott and other of our western counties, proving the importance of the objects which the College contemplates under the new organization, and the certainty of its success.

For the Legislature, in endowing William and Mary, did not look merely to discharging a debt and preserving one of the landmarks of the ancient glory of the State. It had other objects in view besides. It knew that the Constitution made it mandatory upon it to establish normal seminaries, where teachers for the public schools might be trained and educated; and in his last annual report the Superintendent of Public Instruction had laid particular stress on the wisdom of expending money for this purpose.* At the same time it could not be ignorant that there was no school in the State, where instruction of this kind was regularly imparted to white male teachers, although there were two such schools for the colored people, and one for white females.

Accordingly, by a large majority of the Legislature, the State renewed its intimate relations with an institution which had once received its entire countenance and support. It had cost the State

*Superintendent's Report, p. 38.

about $150,000 to erect and equip the Virginia Normal and Collegiate Institute, so that, in its connection with William and Mary for the object desired, the Legislature saw a clean saving of about that sum, which, in the straightened condition of the treasury, it could not afford to overlook. The appropriation was conditioned on the adoption by the College of Normal Methods, in connection with its course, and the reception of a number of State students equal to the number admitted free of tuition at the State Female Normal School at Farmville. One of the main purposes of the College being, therefore, the training of teachers, it has been the earnest desire of those invested with its present management to adapt it to the new circumstances. As it has been difficult to induce competent persons to accept the poorly paid places in the public schools, it is sought to overcome this trouble by making the expenses here as light as possible, so that the pay offered by the State may be something like a proper interest on the time and money invested. Instead of the multitudinous fees charged at many other seminaries of learning, William and Mary charges none but a remarkably small fee for tuition, and this is only required of those students who do not receive scholarships. Of State students nothing is asked but ten dollars per month for board, which is guaranteed to cover besides fuel, lights and washing.

In addition to these advantages, the State has also an equal voice in the Board of Visitors, on the ground that an equal partnership exists. In this partnership, if the State contributes $10,000 annually, the College contributes an equal amount through its various buildings, library, laboratory, and endowment fund, valued at $150,000. To the old Board of ten is joined a new Board of ten, appointed by the Governor, who is empowered to fill vacancies therein. As the old Board had originally traced its origin, through trustees, to the General Assembly, the whole joint Board may, therefore, be regarded as having the sanction of its existence in the sovereignty of the State. So far from existing for the private advantage of its members or for the benefit of any particular organization, it looks only to great public objects, having in view the whole people and the whole State. The joint Board of Visitors thus constituted met on May 10, 1888, and organized by electing Judge W. W. Crump, the rector of the College, as president of the Visitors, acting as one

body; Dr. John L. Buchanan, Superintendent of Public Instruction, was elected vice-president, and William H. E. Morecock, secretary and treasurer. The usual committees were appointed. Six different departments being determined upon in the organization of the College curriculum, four of the professors were elected at this meeting, viz., Professors Hall, Stubbs, Wharton and Garrett. Dr. John L. Buchanan was elected president of the College, but he declining the office, the Board, at a subsequent meeting, elected Mr. Lyon G. Tyler, and completed the organization by electing Mr. Hugh S. Bird as Professor of Methods and Pedagogics.

PLAN OF INSTRUCTION.

Pursuant to the order of the Board, the Faculty thus appointed met on the 8th of September, 1888, and proceeded to draw up a plan of instruction and course of study, having the normal feature as the corner-stone. To effect this object, the degree of L. I. [Licentiate of Instruction] was established, to be conferred on students passing satisfactory examinations in the Junior and Intermediate Classes of English Language and History, Mathematics, Latin, Methods and Pedagogics, and the Junior Class in Natural Science and Moral Science. Under this degree, the six elementary studies required by law to be taught in every common school are thoroughly reviewed in the departments of Methods and Pedagogics, first, to make sure of their mastery as ordinary branches of knowledge; secondly, to develop the philosophical principles underlying the facts, rules, and definitions of each of these studies; thirdly, to expound and illustrate the best ways of teaching each study and every part of each study; and fourthly, to require the students themselves to prepare teaching exercises, and exhibit them in the actual instruction of subordinate classes. Besides this standard line of professional work, there is marked out for the degree in the other classes a system of study quite as necessary for the practical teacher. It is not sufficient that he must know as much as children are expected to acquire, but he should know a great deal more. As Edward Everett says: "The teacher must see the truth under all its aspects, with its antecedents and consequents, that he may present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond

up to the sun, turn its facets round and round until the pupil catches its lustre."* It is said that no two persons can see the same rainbow; and so what is apparent to the apprehension of one person often entirely escapes the apprehension of another, until some new relation, either of circumstance or position, flashes the knowledge into his mind. The teacher must be liberalized. Thus the knowledge of Psychology is invaluable, since, as the teacher's work is to develop and train the minds of his pupils, he must understand the nature of the mind he is to cultivate. Geometry, which is not embraced in the ordinary curriculum of the law for public schools, is similarly important, since it trains to the logical forms of thought and expression. Physiology and Hygiene become important in view of school health, and for similar reasons there is necessary, in order to complete the teacher's education, parallel preparation in English Language and History, Natural Science, and Latin. In all the departments, as far as they go to constitute the degree of L. I., the idea of normal training is kept prominent.

OTHER DEGREES.

Besides the degree of L. I., the institution confers the degrees of Bachelor of Arts and Master of Arts. There is nothing in the normal features of the lower classes to conflict with the highest collegiate education. On the contrary, there is much to promote and improve it. The Senior Classes in the several departments hold a post graduate relation to the other classes, and open a wide field to the teacher and all other students desirous of a liberal cultivation. The degree of Bachelor of Arts is conferred for graduation in any two of the following five departments: English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science; and proficiency in the other three departments in the classes immediately below the graduating class; provided that in the case of the department of Ancient and Modern Languages, which embraces four schools, Latin, Greek, French, and German, or in case of the department of English Language and History, graduation in one school or subject shall suffice; and furthermore, that in the said department of Languages, only three schools shall be required

*Edward Everett's Works, II., p. 351.

for said degree. But graduation in the department of Methods and Pedagogics may, in the discretion of the Faculty, be substituted for equivalent work in one or more schools of the other departments. The degree of Master of Arts shall be conferred for graduation in the five following departments, viz., English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science. But graduation in the department of Methods and Pedagogics may, in the discretion of the Faculty, be substituted for equivalent work in the other departments.

ADMISSION OF STUDENTS.

STATE STUDENTS.

The law provides that "each county and city in the State shall be entitled to one pupil, who shall be nominated by the county or city superintendent of schools; and if any vacancy occurs it shall be filled by the Board of Visitors from the State at large, and one additional pupil for each additional representative to the House of Delegates above one; and said pupils shall receive gratuitous instruction, and the charge for board, washing, lights, and fuel shall not exceed ten dollars per month." According to this provision, as many as one hundred and twenty-eight students are entitled to admission to the College free of tuition. If, therefore, from any of the counties or cities there are no applicants for admission, their places may be filled by substitutes from any other counties or cities.

Of course, regular representatives, who give timely notice of their intention to come, will have preference over all others; but all applicants who do not give notice at least fifteen days before the session opens must take their chances of getting admission. All State students are required to sign a pledge that they will teach at least two years in the public schools of Virginia after leaving the College, although, of course, while thus teaching they will receive pay for their services like other teachers.

Every State student is required to furnish a written endorsement from his county or city superintendent of schools as to his moral character, ability, age, and general fitness to profit by a course of instruction in the College. Public school teachers are also allowed to come on the basis of their license, without tuition fees. These make the most appreciative students because they have,

learned from experience the difficulties of the profession. They too must sign a pledge to teach.

Inasmuch as there may be counties not represented, persons wishing to attend should make application, even if their counties should already be fully represented. There might still be vacancies in other counties.

Pay Students.

Other applicants will be received as students from Virginia or other States on payment of $25 tuition fee for the session.

All candidates for admission will have to pass a reasonable examination in Orthography, Reading, Penmanship, Arithmetic, Geography, and English Grammar. These examinations begin on the day after the opening of the College.

CLASS EXAMINATIONS.

Two examinations of each class are held during the session, in the presence of a committee of the Faculty, which every student is required to stand. The first, called the Intermediate Examination, is held about the middle of the session, and embraces in its scope the subjects of instruction in the first half of the course. The second, called the Final Examination, is held in the closing month of the session, and embraces the subjects treated of in the second half of the course. These examinations are conducted in writing. The questions propounded have each numerical values attached to them. An average of three-fourths on the examinations entitles the student to a Certificate of Distinction. As evidence of satisfactory attainments in any school or complete subject therein, a Diploma of Graduation will be conferred.

SELECTION ALLOWED.

While every student may select the departments he will attend, he is required, as a rule, to attend at least four, unless upon the written request of his parent or guardian, or for good cause shown, the Faculty shall allow him to attend less than four. And no change of classes shall be allowed after one week from entrance without such consent.

DUTY OF COUNTY AND CITY SUPERINTENDENTS.

By the law William and Mary is made an integral part of the public school system. The Superintendent is *ex-officio* a member of its Board; and the President of the institution is re-

quired to make a regular report each year to him, which is published in the report of the Superintendent. County and city superintendents are, therefore, earnestly invited to interest themselves in securing the proper filling of the State scholarships. This appeal goes with stronger force to the school officers of those counties which at this session have had but few or no representatives at the College. Parents should be impressed with the fact that the expenses at William and Mary, with all its benefits, are scarcely more than it would take any parent to support his child in ignorance at home. Its boarding department is run to cover living expenses merely, at lowest popular prices, with no thought of making money, while care is taken to furnish good, wholesome fare.

PRIVATE SCHOLARSHIPS, PRIZES, ETC.

Besides the State scholarships offered to those who pledge to teach in the public schools, there are twelve others open for meritorious reasons to deserving students from Virginia or other States who do not care to assume this obligation. All of these, but one established by Hon. Hugh Blair Grigsby, late Chancellor of the College, were founded before the Revolution. For the purposes of these scholarships the General Assembly, in 1718, contributed £1,000; Col. Edward Hill, of Shirley, and Robert Carter (King Carter), of Corotoman, together gave the sum of £200; Mrs. Thomas Bray, of New Kent, £200; Mrs. Elizabeth Harrison, of Surry, £300; Rev. James Blair, President of the College, £500; and Col. Philip Lightfoot, of Sandy Point, an equal sum. Mr. Grigsby gave $1,000. A gold medal, the recent gift of a generous alumnus, E. A. Blodgett, of the Philippine Islands, will be awarded each year to the best teacher. It is known as "The Brafferton Prize for Teaching."

CHAPEL EXERCISES.

Religious exercises are held every morning in the College Chapel, conducted in turn by the ministers of the several denominations in the city of Williamsburg. The ministers who have officiated during the present session are the Revs. W. S. Dorsett, of the Baptist; Daniel Blain, of the Presbyterian; J. H. Moss, of the Methodist; and T. C. Page, of the Episcopal Church.

The discipline of the College is sedulously administered, with a view to confirm integrity and to maintain a sacred regard for truth.

COLLEGE BUILDING PREVIOUS TO 1864.

REPORTS.

Reports showing the standing of every student in his classes are made out quarterly. The attention of parents is called to these reports, and admonition, in proper cases, should be given by them to their sons. Parental authority is a valuable adjunct in sustaining a proper efficiency in study. The College will not tolerate an idle or vicious student.

EXPENSES.

1. For State students at the College Boarding-house the charges are:

Board, including fuel, lights, washing, etc., per session, $90, payable $10 per month, in advance,	$90
Books will cost about,	10
Total cost for session of nine months,	$100

2. For other than State students:

Board at $12 per month, per session, inclusive of fuel, lights, washing, etc.,	$108 00
Tuition fee,	25 00
Books,	10 00
	$143 00

3. For private scholarships the cost is the same as for other than State students, less the tuition fee; in all, $118.

When there is room at the College Boarding-house, students other than State students may be accommodated there at $12 per month, inclusive of fuel, etc.

But no degree or certificate will be granted any one until all sums due by him to the College are paid.

LIBRARY.

The Library, which is adorned with several important portraits and relics of the past, contains about seven thousand volumes, many of them of much importance. Under proper regulations, it is open three times a week to students.

LOCATION.

The College is situated in James City county, on the suburbs of Williamsburg, within a few hundred yards from the depot of

the Chesapeake and Ohio railroad, and is only forty-eight miles from Richmond, and thirty-seven miles from Norfolk. There are two trains daily from Richmond, and as many from Newport News, connecting with trains in all directions from those points. The location is healthy, and it was this that induced the Legislature, in 1699, to remove the capital to Williamsburg from Jamestown, a fact attested by the words of the act of removal. And this healthfulness, which was affirmed subsequently by many competent judges besides, receives confirmation from the scanty mortality record of the Eastern Lunatic Asylum, situated in Williamsburg, and from the record of the College itself; for it is a remarkable fact that during the present century only seven deaths have occurred at the College, and not one of these was traceable to causes incident to the climate. The reason of this exemption from disease is the elevated position of the College and Williamsburg, which stand on the ridge of the Peninsula, and have the same altitude as Richmond, a fact stated on the authority of competent engineers.

ASSOCIATIONS.

Besides its salubrity of climate, free from all malignant fevers, its easiness of access, the cheapness of rates, and its being the only seat of learning in the State where male white youths are systematically trained to be teachers, the College of William and Mary has a wealth of advantage in the associations which cluster around the vicinity. Every person knows the value of keeping good company, for from this comes his chief knowledge, and by this is his character usually moulded. At William and Mary every student has the proud thought that in registering his name as one of its students he places it in the company of patriots and statesmen, whose history, from that moment, becomes a part of his under the bond of fellow-alumni.* It is im-

*Mr. John Goode used the following eloquent language in Congress: "George Washington, in early youth, went forth from her halls into the wilderness of the West with a surveyor's staff in his hand; Thomas Jefferson, the author of the statute establishing religious freedom and the Declaration of American Independence; James Monroe, the pure and incorruptible patriot, whose administration was distinguished for having restored the 'era of good feeling'; John Tyler, the brilliant orator and fearless statesman, to whom the credit of the Ashburton treaty and the annexation of Texas justly

possible to believe that the student can live in the presence of these and similar associations without being inspired by them. Jamestown, too, where was planted the first permanent English settlement in America, is only seven miles distant, and Yorktown, where the noble monument stands that tells of the establishment of American liberty, is only about twelves miles off.

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belongs; Peyton Randolph, the first President of the Continental Congress; John Marshall, the able, learned, and upright judge; Winfield Scott, who bore the banner of his country in triumph to the halls of Montezumas—all these, and more than two hundred others, who have been pre-eminently distinguished as scholars, divines, soldiers, and statesmen, drank at her fountains of learning, and carried with them from her halls those influences which rendered them immortal and made their lives an ornament and a blessing to their country. Where else upon this continent will you find such associations to quicken the pulse and inspire the heart of the young with all those elevated principles and lofty desires 'which make ambition virtue'?" —*Globe, Forty-fifth Congress, Second Session*, p. 2484.

COURSE OF STUDY.

There are six distinct departments, to-wit: I. Moral Science, Political Economy, and Civil Government. II. English Language and History. III. Mathematics. IV. Ancient and Modern Languages. V. Natural Science. VI. Methods and Pedagogics. These departments are arranged as follows:

I. DEPARTMENT OF MORAL SCIENCE, POLITICAL ECONOMY AND CIVIL GOVERNMENT.

Prof. Lyon G. Tyler.

There are two classes in this department, a Junior and a Senior. In the Junior the elements of Psychology are set forth, and the faculties of the mind especially discussed in their relation to education. A thorough knowledge of the laws according to which the memory, imagination, and other faculties operate will be found of great value to the student in receiving and to the teacher in imparting information. Psychology is made to alternate with lectures on civil government, considered particularly in respect to the governments of Virginia and the Union.

In the Senior Class the principal problems in Ethics, Logic and Political Economy are discussed.

Reference Books.

Psychology.—Porter's Intellectual Science, Brooks's Mental Science and Culture, Hamilton's Metaphysics.

Civil Government.—Young's Civil Government, Story on the Constitution, Cooly's Constitutional Limitations, Tucker's Lectures on Civil Government, Upshur's Review, The Federalist, Calhoun on the Constitution.

Ethics.—Calderwood's Handbook of Moral Philosophy, Stewart's Active and Moral Powers.

History of Philosophy.—Schlegel's History of Philosophy.

Logic.—McCosh's Logic, Hamilton's Logic.

Political Economy.—Perry's Political Economy, Dew's Restrictive System.

II. DEPARTMENT OF ENGLISH AND HISTORY.

Prof. J. Lesslie Hall.

SCHOOL OF ENGLISH.

English has been put upon an equality with the "humanities." It is taught from both a scientific and a literary point of view. The old theory of studying English Syntax in Latin Grammars is not held in the institution. English Grammar is studied, in and for itself. The courses are adapted especially for applicants for the licentiate's degree.

Parallel with the study of Analytic and Synthetic Grammar, run courses in historical English Grammar. The history of the language, in its various phases of development, is carefully studied. The student learns to regard the English of Alfred, of Henry II., and of Victoria, as the same essence under different aspects.

While pursuing the courses outlined above, the student is becoming intimately acquainted with one or more of the works of some great English author. He reads and criticises with the aid of the instructor. Class-work is confined, of course, to selected poems or essays of the author studied; but a parallel course of reading in the same author is prescribed.

In the advanced classes, Old English (or Anglo-Saxon) is taught, and the student learns English Grammar at its sources.

In all the classes, the scientific and the literary sides of the subject are carefully equalized and balanced.

Proficiency in each class is required for entering the one next higher.

Systematic training in the art of teaching is also given in this department. The professor of English thus gives material aid to the special professor of Methods and Pedagogics. State students are, from time to time, put in charge of elementary classes, and, while learning how to teach, solidify their own knowledge by using it continually.

The English courses for next session will be as follows:

JUNIOR CLASS.

Whitney's Essentials of English Grammar (both terms).

Richardson's Familiar Talks (both terms).

Scott's Lay of the Last Minstrel, with parallel readings in Scott (first term).

Tennyson, with parallel readings (second term).
Weekly Compositions (both terms).
Outlines of Historical English Grammar—Lectures (second term).

INTERMEDIATE CLASS.

Richardson's Familiar Talks (both terms).
Quackenbos's Rhetoric, revised (both terms).
Lounsbury's English Language (first term).
Bacon's Essays, select (first term)—parallel reading.
Shakespeare, select plays (second term)—parallel reading.
Essays.

SENIOR CLASS.—FIRST YEAR.

Sievers's Old English Grammar, inflections (both terms).
Sweet's Anglo-Saxon Reader (second term).
Macaulay and De Quincey, with parallel readings (first term).
Addison and Irving, with parallel readings (second term).
Essays.

SENIOR CLASS.—SECOND YEAR.

Sievers's Old English Grammar (both terms).
Anglo-Saxon Poetry—Sweet's Reader (first term).
Middle English (second term).
Chaucer and Spenser (second term).
Hales's Longer English Poems, with parallel readings in classical English poets (both terms).
Essays.

For such students as are not found ready for the Junior Class, an Introductory Class has been organized. Its work is devoted mainly to the elements of Grammar and Composition; but young men that appear qualified for a study of literature are admitted to the classes in Scott and in Richardson's *Familiar Talks*.

SCHOOL OF HISTORY.

History has always been emphasized in the institution. Under the gifted Dew, not to speak of many of his predecessors, William and Mary's School of History and Political Science trained hundreds of young Virginians for usefulness at the forum, at the bar, and in the offices of State.

Under the new arrangement, History is joined to English—a union hardly accidental. The intimate relation between a nation's history and its literature, the present instructor aims to bring constantly before his students. The incalculable importance of a knowledge of history as auxiliary to that of language, is constantly emphasized, especially in dealing with the phases of our own Anglo-Saxon language and civilization.

State students are required to study Virginia history, American history, and General History.

Text-Books —Cooke's Virginia; Stephens's United States; Barnes's Outlines of General History.

Classes in English, German, Roman, and Grecian History will be organized from time to time for such students as have taken the course in General History and wish to study the history of one or more of the great nations of ancient or of modern times.

Text-Books.—Green's Short History of the English People; Taylor's History of Germany; Smith's Rome (abridged); Smith's Greece (abridged).

To students of Virginia history the country around affords object lessons of never-failing interest. The ancient capital itself; the ruins of Jamestown, with its thousand memories; the venerable College, echoing with the voices of her own illustrious sons of centuries gone by—all these help to improve the student's mind, to stir his imagination, and to stimulate a lofty and unquenchable ambition.

III. DEPARTMENT OF MATHEMATICS.

Prof T. J. Stubbs.

In this department there are three classes:

Junior Class.—The subjects taught are Arithmetic, Algebra, and Plane Geometry. Five times a week.

A thorough review of Arithmetic is made, having special reference to the qualification of teachers for the common schools. Elementary Algebra, especially that part sometimes called Literal Arithmetic, is fully mastered, and three books of Plane Geometry are studied.

Intermediate Class.—In this class are taught higher Algebra, Plane Geometry, (completed,) Solid Geometry, and Plane Trigonometry. Five times a week.

SENIOR CLASS.—This class studies Special Trigonometry, Analytical Geometry, and Calculus. Four times a week.

TEXT-BOOKS.—Venable's New Practical Arithmetic; Venable's Easy Algebra; Wentworth's New Plane and Solid Geometry; Wentworth's Algebra; Wentworth's Trigonometry.

Wentworth on Bowser's Analytical Geometry; Peck's on Bowser's Differential and Integral Calculus.

Surveying, Davies (Van Amringe) on Wentworth, embracing Land, Railway, Topographical and Mining Surveying, is taught.

In all the classes the examination upon the text is rigid as to *rule* and *reason*, and students are trained in making neat and accurate demonstrations at the blackboard. Their attention is also constantly called to the best methods of demonstration and application, thus emphasizing the *normal* idea of culture.

IV. DEPARTMENT OF LANGUAGES.

Prof. L. B. Wharton.

SCHOOL OF LATIN.

JUNIOR CLASS.—Collar and Daniell's Beginners' Latin Book; Bingham's Grammar and Reader. Five lectures a week.

INTERMEDIATE CLASS.—Cæsar, Virgil, Cicero. Five lectures a week.

SENIOR CLASS.—First year: Sallust, Horace, Livy.

SENIOR CLASS.—Second year: Terence, Tacitus, Juvenal, Cicero. Grammars: Bingham, Gildersleeve.

Written exercises in rendering English into Latin, and Latin into English, are required in all classes, and, for the higher classes, a course of private reading is prescribed.

The Junior and Intermediate Classes are specially normal classes, and special attention is here devoted to methods of teaching language.

SCHOOL OF GREEK.

JUNIOR CLASS.—Harkness's First Greek Book. Five lectures a week.

INTERMEDIATE CLASS.—Xenophon, Lysias. Five lectures a week.

Senior Class.—First year: Homer, Herodotus, Demosthenes.

Senior Class.—Second year: Sophocles, Euripides, Thucydides, Plato. Grammars: Allen-Hadley's Greek Grammar.

Written exercises rendering Greek into English, and English into Greek, are required in all the classes, and, for the higher classes, a course of private reading is prescribed.

School of French.

Junior Class.—Keetel's French Collegiate Grammar; A. D. Rougemont's La France; About's Roi des Montagnes; Knapp's French Readings.

Senior Class.—Racine, Molière, Corneille, Feuillet, Taine's L'Angleterre. A course of private reading is prescribed.

School of German.

Junior Class.—Joynes-Meissner's German Grammar; Grimm's Maerchen; Whitney's German Reader.

Senior Class.—Whitney's Grammar; Schiller; Goethe; Lessing; Selected Modern Authors. A course of private reading is prescribed.

V. NATURAL SCIENCE.

Prof. Van F. Garrett.

Junior Class.—Maury's Geography, Civil and Physical: Gray's Botany, How Plants Grow; Walker's Physiology and Hygiene.

Senior Class.—Sharpless & Phillips's Physics; Shepard's Chemistry; Remsen's Organic Chemistry; Laboratory Work.

The Physical Laboratory is furnished with charts, blackboards, and apparatus for illustration in Physics.

The Chemical Laboratory contains apparatus and chemicals for class illustration. In addition to these, each student has a working desk, reagents, and apparatus necessary for individual work. The aim in the department is to teach these sciences experimentally and practically, as well as theoretically.

VI. DEPARTMENT OF METHODS AND PEDAGOGICS.

Prof Hugh S. Bird.

JUNIOR CLASS.

Swett's Method of Teaching.

The work in this class consists mainly of instruction in the common school branches, with a view to teaching them, Reading, Spelling and Geography receiving particular attention, as primary Arithmetic and English are partially provided for in the other departments of the College.

Barnes's Readers, Watson's Spellers, and Maury's Geographies were used last session.

Those who propose entering this department are advised to bring with them as many as possible of the text-books on the common school branches.

In this department there are regularly organized classes in the primary branches, taught by the more advanced students, always, however, under the supervision of the professor. This serves as a school of practice, and enables backward students to prosecute primary studies not found in the usual curricula of colleges.

INTERMEDIATE CLASS.

Payne's Compayré's Lecture on Pedagogy.

In this class the *theory of teaching* receives more particular attention, the *practice* of the art being kept up as in the Junior year. Lectures on the school laws of Virginia and its educational history are given.

SENIOR CLASS.

Payne's Compayré's History of Pedagogy; Channing's Pestalozzi's Leonard and Gertrude; Worthington's Rousseau's Émile; Spencer's Education.

The work in this class will be pursued mainly on the seminary plan, most of the work being done out of class hours.

MISCELLANEOUS.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

This Association is in a flourishing condition. By it many students are brought under good influences. There is always plenty of good work to be done in every community to occupy the religious energies of all. The officers for the present year are:

President, ...	J. L. Hunter.
Vice-President, . . .	S. G. Cumming.
Recording Secretary, . .	R. A. Lynn.
Corresponding Secretary, .	B. J. Bailey.
Treasurer, ...	W. C. L. Taliaferro.

Appointment Committee.

F. D. Wynn, R. H. White, V. W. Emory, Jackson Hepler.

LITERARY SOCIETIES.

There are two Literary Societies, the Phœnix and Philomathian, of long standing. They meet weekly in their halls for the purpose of cultivating debate and composition. They have their celebration on July 3rd. They will be addressed by Hon. William Lamb, of Norfolk.

Joint Final President, . . .	R. A. Lynn.
Joint Final Vice-President, . .	P. S. Stephenson.
Secretary, ...	R. G. Baylor.
Essayists,	B. J. Bailey, from Phœnix: Jackson Hepler, from Philomathian.
Orators,	C. J. Duke, from Phœnix; R. E. Lee Watkins, from Philomathian.
Debaters,	H. F. Lowe and G. P. Coleman, from Phœnix; H. L. Rollins and S. O. Bland, from Philomathian.

ALUMNI ASSOCIATION.

All persons in good standing who have been students (graduates or not), or professors of the College of William and Mary, wherever their actual residence, may be members of this Association when they shall have signed the constitution, stating their respective addresses, and paid their initiation fee. The Society may also elect honorary members. The initiation fee is three dollars, which shall be in full of all dues for the first year.

The annual dues shall be one dollar, payable in advance to the secretary on the day of the annual meeting. The officers for this year are:

PRESIDENT, . .	GEN. WILLIAM B. TALIAFERRO.
FIRST VICE-PRESIDENT, .	COL. GEORGE W. PALMORE.
SECOND VICE-PRESIDENT,	JUDGE A. W. C. NOWLIN.
SECRETARY AND TREASURER,	CAPT. ROBERT A. BRIGHT.

EXECUTIVE COMMITTEE:

R. M. HUGHES, DR. JOHN W. LAWSON, HON. J. N. STUBBS.

ALUMNI ORATOR JULY 4, 1889,

HON. B. B. MUNFORD, of Richmond.

BEQUEST TO THE COLLEGE.

A form of bequest is appended, in the hope that the friends of the College will remember its increasing wants, and aid the Visitors and Faculty in their earnest efforts to enlarge and perpetuate its influence. A constant outlay of funds is necessary to develop the usefulness of any prosperous institution. The increasing wants of the College of William and Mary make an urgent appeal to its friends to enlarge its facilities for accommodation and instruction. This object can be attained only by means of an endowment fund. It is hoped, therefore, that the friends of the College of William and Mary will do no less for it than is being done for many other institutions.

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, _____ Dollars, for the maintenance and support of said College.

Or—

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, _____ Dollars, to endow a Professorship of _____ in said College.

Or—

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, _____ Dollars, to increase the Library (or Apparatus) of said College.

Communications should be addressed to

LYON G. TYLER, M. A.,

PRESIDENT OF THE COLLEGE OF WILLIAM AND MARY,

Williamsburg, Va.